PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

OCT 30 1928

Books and Reading

Journal of EDUCATION

BOSTON, MASS.
Vol. CVIII, No. 15

October 29, 1928

TEN CENTS A COPY
BY THE YEAR, $3.00

Do You Know —

THAT THE STRAYER-UPTON ARITHMETICS take up only one new difficulty at a time, and cover this so thoroughly that the pupil approaches the next step with confidence:

THAT THE APPLICATION of each new arithmetical principle in a type problem is immediately explained and followed by numerous exercises requiring practice in the same process:

THAT ALL the exercises are arranged systematically in all possible combinations in order to build up fundamental skills:

THAT EACH page is a complete, compact unit—presenting one and only one thing at a time—which makes it easier to teach and easier to study.

Published in a Two-book, a Three-book, and a Six-book Series.
Teacher's Manual

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Announcing

The LAIDLAW READERS

A COMPLETE SET OF BASAL READERS

Primer Through Book Eight

M. MADILENE VEVERKA, Head Supervisor Kindergarten - Primary Department, Los Angeles, one of the authors, has contributed much to these books which are based upon an outgrowth of the content and method of The New Barnes Readers.

Among the many developments resulting from this revision, the following five points are indicative:

1. A small Primer vocabulary.
2. Extremely simple sentence structure.
3. Home life is the central thought of the early pages of the Primer.
4. Extremely rich response material on various levels of difficulty to take care of individual pupil differences.
5. Decorative end sheets serve as a key to practically every noun in the Primer —a child's dictionary.

Write for Further Information

LAIDLAW BROTHERS

2001 Calumet Ave, Chicago

36 West 24th St., New York

A new series of notable tests
Just published

AMERICAN COUNCIL TESTS

Solid Geometry **European History**
Trigonometry **Economics**
Civics and Government

These comprehensive tests are designed to provide high schools and colleges with standardized objective examinations that are highly reliable and valid. They will serve particularly for measuring achievement and assigning grades at the end of courses and for college entrance and placement purposes. In content the tests are representative of the most widely used high school and elementary college textbooks. All have been subjected to authoritative criticism and careful study and trial.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

HUTTON WEBSTER

HISTORY OF MANKIND

A SHORT HISTORY OF CIVILIZATION FOR A ONE-YEAR HIGH SCHOOL COURSE

The History of Mankind is a social history, emphasizing the cultural and economic development of human society. It is a broad account of human progress with a practical bearing upon modern civilization, giving to the study of general history a life value for the present day student.

Profusely illustrated with maps and charts, halftone plates, and line drawings.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
Dallas San Francisco London

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR OCTOBER 29, 1928

EDITORIALS:—
Teach Children What to Read 371
Penalty of Worry 371
School Books 372
Weekly Except August 372
Massachusetts' Superintendents 372

AMERICAN PUBLIC SCHOOLS 373
By A. E. Winship

BELDING'S PAGE 374

A NEW PHILOSOPHY OF EDUCATION 375
By Wm. A. McKeever

THE HUNGRY MIND (Poem) 376

THE MOODS AND MANNERS OF NEW BOOKS 377
By Winnifred King Rugg

OLD FRIENDS 379
By Marian L. Gill

MODELING WITH BOOKS 380
By Emeroi Stacy

TEAM WORK (Poem) 381
By Edgar A. Guest

MOTIVATING GOOD BOOK HABITS 382
By Henry L. Cecil

WHAT THE SCHOOL BOY TOLD ME 384
By Arthur Dean

PERSONAL AND PROFESSIONAL 385

SCHOOL PROBLEMS 386

CHARACTER CHATS 387
By Joseph B. Egan
A Skillful Engineer 387
Adding Beauty to a Day's Work 387
Freckles Is Just a Dog 387
We Find What We Seek 387
Too Late? 388

EDUCATION IN ACTION 389

THE BOOK TABLE 391

GRINS BETWEEN GRINDS 393

TREND OF THE TIMES 394

Founded in 1875. Published Weekly (except August) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Massachusetts, as Second Class Matter.

EDITORIALS

Teach Children What to Read

TO TEACH a child what to read is an infinitely greater achievement than to teach him how to read.

To teach a child how to read is now trick work, and can be learned in comparatively few lessons, but to teach a child what to read is the work of a master artist and can never be taught by any method or device. It is comparatively easy to teach even a monotone to sing the scale, but there is no method or device that will teach him the charm of an artistic soloist.

A teacher who can help a child to want to read what is best for him to want to read is in the class, in achievement, with Babe Ruth, who can send the ball over the heads of everybody, over a fence of any height; in the same class with Lindbergh, who crossed the Atlantic safely in a single night. Indeed, there is no greater achievement than to influence thirty boys and girls each year so that they will want to read better books.

Book Week is not a trick work affair. No one knows just how to teach any one how to use it so as to teach the public, in school and out, how to read better literature in a better way, but the very fact that the attention of the public, in school and out, is directed to the sentiment of better reading improves the chance that teachers who try to help children to read better books will find them in a more receptive mood.

To impress the public, ever so little, that there is a sentiment which believes that the public can be helped to better reading helps to create a public sentiment that what one reads is really a public concern.

Negatively and positively there is responsibility for the use of Book Week to improve the quality and quantity of the public use of good books.

Penalty of Worry

LOU GEHRIG in writing of the final game of the World Series of 1928 said: "The Cardinals are sure to be worried and nervous. Sherdel, courageous as he is, will be out there wondering on each pitch whether that will be the one that costs a world championship. And when a club gets into a spot like that winning a game is twice as tough as ordinarily."

The result of the game a few hours after Gehrig wrote that statement was a terrible fulfilment of his prophecy.

What a service that paragraph would be if teachers would realize what it means to make a pupil worry; if principals would appreciate what

it signifies to have teachers worry; if teachers, principals, parents, the public, and everybody would give a little thought to the possibilities in relieving a superintendent of the worries which can accumulate so easily and so abundantly when everybody thinks the superintendent is responsible for everything that can possibly happen in the most complex combination imaginable, politically, socially, and religiously.

School Books

NO ONE thinks any business or profession is as well managed as it might be, but there are certain principles which are eternal.

The people of the United States have learned practically everything they know about learning to learn by the use of school books. This will be as true a hundred years from today as it is today.

There is more laboratory work in school than there was twenty-five years ago. This has made the school library the laboratory for the use of books in school.

Since 1920 every child in school uses vastly more books than any child used in school in the nineteenth century, and the schools have only just begun to use school books.

The publishers of school books are the greatest promoters of public education of all the factors which function in education. A Teachers' College influence is measured by the use its graduates make of books more than by any other of its many activities.

A professional teacher who gives the impression that what he has taught and the way he has taught it for ten years is the only way to teach it has no professionalism in his system.

On the other hand a professional (?) teacher who runs after every new thing indiscriminatively has neither scholarship nor professionalism.

The intelligent use of professional reading by graduates of a professional school is the best measure of the influence of any professional institution.

The publisher of books for school use must be absolutely sure that what is in these books is the accepted authority by the best judges on that subject. It must also be the latest fully established information on that subject, and it must be so presented that it will be clearly understood and easily used, and retained as long as it is the authority on that subject.

Nothing will ever take the place of books in education, but the publishers of school books must produce books in which the information is absolutely reliable. These books must be up-to-date. No manufacturer can survive who tries to use either out-of-date machinery or installs new machinery that will not work. All school books must be attractive to the learner, must be easily understood, and must have staying qualities.

"Weekly Except August"

IN THE belief that our readers will be better served in spite of what seems at first sight to be a curtailment of service, the publishers of the Journal of Education have decided to make a slight change in the schedule of summer issues.

Instead of following the custom of past years, omitting usually two and occasionally three issues in midsummer, as might be needful to leave room for fifty issues in the calendar year, this magazine will henceforth omit the entire month of August.

As most of our readers are aware, nearly all periodicals in the field of education suspend publication for two months or more during the vacation season. The Journal believes there is room for one of these to continue through July and intends to retain its distinction of being that one.

In making the announced change we bring the Journal into conformity with post office regulations calling for precise statement of publication frequency. The greater definiteness is likely to be appreciated also by our readers and advertisers. Most of all, however, the extra breathing spell during hot weather is expected to result in more careful planning of our Fall and Winter issues.

Subscriptions now on our books will, of course, be automatically extended two weeks.

Massachusetts Superintendents

MASSACHUETTS revels in superintendents. There is no child in any public or parochial school who has not the benefit of direct state supervision. There have never been county superintendents, but there are 274 superintendents looking after the educational interests of children as could not be achieved through county supervision. The State Department of Education and these 274 superintendents with their assistants and supervisors will meet at the State House—Gardner Auditorium—on November 8.

As the meeting this year will be near the anniversary of Armistice Day President W. H. Perry, of Leominster, has arranged a program specially adapted to that occasion. The general topic is "A Better Understanding Between the Nations," with the following speakers: (a) "The Diplomatic Basis," Dr. Edward C. Wynne, of Harvard University (Dr. Wynne has had considerable experience in the diplomatic service); (b) "The Economic Basis," Dr. Edgar L. Heermance, of New Haven, Connecticut; (c) "The Educational Basis," Dr. Augustus O. Thomas, Commissioner of Education for the State of Maine, and president of the World Federation of Educational Associations.

The Secretary-Treasurer, S. Howard Chase, Beverly, is an outstanding chieftain in leadership in the Association.

American Public Schools

[Sixth Article]

By A. E. WINSHIP

PUBLIC school sentiment of 1823 to 1843 had to be modernized by a New Birth after the war. The first fruit of modern public school sentiment was the extension of educational opportunities.

The public school sentiment created by Horace Mann and his associates was a sentiment to provide opportunities for all children to have a common school education.

Modern public school sentiment after the war was opportunity for something more than a common school education for all children. In the seventies and eighties the problem was to sell higher educational opportunities for all children.

It was nearly thirty years after the war before the whining and wincing of taxpayers over the unrighteousness of aristocratic education at public expense was successfully smothered.

Only those who played an active part in the promotion of modern education in the seventies and eighties can appreciate how bitter the traditional opposition could be to the extension of opportunities for high school education by introducing tempting courses in the high school.

The insistence upon Latin and Greek was not primarily by lovers of Latin and Greek, but by taxpayers, who wanted to use Latin and Greek as a Chinese wall against the rush of the children of the common people to the high school. This factor never has been adequately featured in the history of education.

The college entrance examination was used to restrict attendance upon high schools. The rank of a high school, of its principal and faculty, was gauged by the percentage of the students who passed a college entrance examination. Only the students preparing for college were considered as real high school students.

It was the late President Charles W. Eliot of Harvard who struck the fatal blow to the anti-extension education sentiment in 1893. He had insisted for fifteen years that children should be ready for college two years earlier than was the custom.

The insistence upon nine years in the elementary school, which clung like grim death to the public school system of the traditional East, was primarily the work of those who felt that high school education of the masses was jeopardizing society and the industries. Uneducated labor was cheap labor and the industries needed a generous supply of cheap labor.

Only those who recall the wail that went up when Harvard University allowed Western students to take Harvard examinations beyond the Alleghanies, can understand how defiant was the opposition to the extension of educational opportunities.

America is governed by the best sentiment, but the best sentiment can be demonstrated only by the defeat of the domineerance of the worst sentiment.

Opposition, violent opposition is indispensable to a clear appreciation of the necessity of an heroic best sentiment.

The necessity of opportunity for the extended education of every child might never have been developed but for the hectic insistence that such universal opportunity was not desirable. The needed opposition was active and the best public sentiment was created which crushed the opposition that had entrenched itself behind college requirements and industrial selfishness.

It was a marvelous achievement when a modern education sentiment was really created which accepted the extension of education opportunity as a legitimate function of the tax-free public school system.

Much is said now about the fabulous proportion of elementary school students who go to high school, but this has slight importance in comparison to the change in this regard after the achievement of modern sentiment in the last decade of the nineteenth century.

From the total training during childhood there should result in a child a taste for interesting and improving reading which should direct and inspire his subsequent intellectual life. That schooling which results in this good taste for reading, however unsystematic or eccentric that schooling may have been, has achieved a main end in elementary education; and that schooling which does not succeed in planting this taste has failed. —Charles W. Eliot.

Belding's Page

"KENTUCKY PROGRESS"

KENTUCKY has joined the ranks of self-advertising states. An attractive magazine, called "Kentucky Progress," is issued monthly by the Commission on Progress, of which Governor Flem. D. Sampson is chairman.

Note the significance of that word "progress" applied to a campaign of state publicity.

The moment a state begins to advertise its resources and advantages, as Kentucky and a score of other states are doing, it manifests civic consciousness and pride. The citizens realize that they cannot go very far with their publicity program without having the very goods they advertise. Advertising leads to self-examination and this leads to progress.

Kentucky is talking about its natural wonderland—the Mammoth Cave area, recently become a National Park. But it is also talking about its good roads leading to this area and traversing the state in many directions—and the more it talks about its good roads the better will it make them. Kentucky is talking about its great hydro-electric development—and its industrial opportunities. It is talking about its efficient school systems. In a word, Kentucky at the same time records progress and pledges itself to more progress.

WATER RUNS UP HILL

THE thing which most hampers education is the fact that education must produce its own leaders. You cannot say: "Let there be education," and lo, it is done. For every new advance, adequately prepared teachers must be provided. But this, in a way, is the easiest part of the task. When a new subject is introduced or a new plan set on foot, a small number of teachers having the requisite equipment for the pioneering work will nearly always be found available. It is when the innovation takes hold and begins to spread rapidly that the dearth of qualified teachers is realized. But even this deficiency can be supplied after a short interval.

Greater than the difficulty of equipping teachers is the difficulty of finding teachers with the proper background and native capacity to respond to the training. Our normal schools and teachers' colleges are deluged with young persons desiring to become teachers but lacking the fundamentals.

Laying the blame upon the homes is merely a begging of the question. The homes are the composite result of various sets of influences, one of which has been education. We talk about "educating parents." Most of them are unaware of their need for education or adverse to mental effort which would make them more successful parents. Place a child from an imperfect home in an imperfect school for his elementary and higher instruction, then send that child to the most efficient normal school—and what have you? Not a perfect teacher, surely.

Instruction levels in any community are largely dependent upon the general average of intelligence and culture already produced there. While a blind faith in the usefulness of learning may influence the people of a given locality to spend freely for the schooling of their children, exceptional vision and leadership must be present in that community if the money is to be wisely applied so as to obtain the results expected. Exceptional leadership is needed, also, to point out the kinds of results which possess real value. An ignorant community can fail to grasp the true purposes of education and, in that failure, can produce only a perverted education.

Thus it is apparent that education is forever retarded by its own environment. The undertaking is like that of lifting one's self by one's bootstraps—but with this encouraging difference: In education the thing can be done. It is done every day and every year. It is done by the miracle of human growth, the miracle of inspired and inspiring teachers, the miracle of childrood rising above its source.

Water does run up a hill sometimes. Were it not so, we could have no such thing as human progress, no such thing as education.

EDUCATION WEEK

EDUCATION by special days and weeks is often derided as an annoyance. Yet its effectiveness is admitted by the federal bureau of education itself—which, in 1920, sprung upon the nation its first "American Education Week."

The period from November 5 to 11 this year bears that designation, and will be observed in many communities with special attention to whatever may promote popular interest in the work of the schools. The boosting of education is fortunate in having the energetic support of the American Legion, as well as the National Education Association and other bodies which might naturally be expected to stand behind such a movement. The Legion's attention was originally drawn by the apparent need for "Americanization." But the week has broadened to an area which includes every phase of the educational program. From Armistice Day to thoughts of education is not so far a cry when one considers the truth that a thoroughly educated world is essential to the perpetuation of peace.

Anson W. Belding

Associate Editor.

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

III.—THE NEW APPROACH—THE SUB-CONSCIOUS MIND

PERHAPS no more significant discovery has been made within the present generation than that of the sub-conscious mind. The Freudian system of psychology roughly led the way. Since the time of his first sensational probe for the basic things in the human consciousness, many others have pursued their investigations and added their conclusions until, out of it all, we have a fairly practical working program. So, what is desired as the main thesis of this short chapter is the idea that the general problem of education must be approached and managed through the right understanding and the corrected use of the sub-conscious mind.

The Sub-conscious Mind.—First of all, what do we mean by the sub-conscious mind? Is it not merely the sum total of the individual's experiences registered somewhere within the nervous system? Is it not a complex maze of interconnected memory impressions all possessing the potentiality of returning to the objective consciousness? Is it not simply a nerve record of the bad as well as the good in one's past experience, established in true, original form and possessing a tendency to return in association with new elements of experiences?

It is not merely the fact that the sub-consciousness appears to contain a complete record of all past experiences of the individual, and the further fact that these recorded events tend to come back into the active mind under certain conditions of thought and action; it is rather the fact that in the process of education the sub-consciousness must be dealt with far more directly and completely than has been our custom—it is this that challenges our attention. Not only must the teacher seek to have desirable records established permanently in the sub-consciousness as behavior patterns, but he must continue all along the course to be ready and able to remove undesirable impressions; that is, what we have come to know as "complexes." It is both the education and the re-education of the sub-conscious or unconscious mind which must be brought into very clear consideration.

The Behavior Pattern.—One person weeps while he stands at the ocean-shore looking out across the deep, while another is merry with laughter. Perhaps it is fair to say that each of these is responding in his peculiar way, as a result of some incident of long ago, a behavior pattern then recorded in his sub-conscious mind. In the case of the sorrowful person, the ocean wave swallowed up someone near and dear to him during the catastrophe of a shipwreck. In the second instance, the one of happy response is automatically drawn into such good-feeling merely because the same great watery-way years ago brought him a certain incident of love and laughter.

It is this sub-conscious or unconscious record of literally thousands of instances, accidents, and experiences which education must deal with on a broad and comprehensive scale if we are ever to agree upon a program of training and guidance such as will lead the masses on to a career of durable satisfactions. It would seem that we must give first and sustained consideration to the recorded memories as here mentioned.

But under what peculiar conditions is the unconscious record made with greatest permanence and fullest assurance that it may sometime contribute forcefully to the conscious mind and action? It would seem that an emotional content or relation is significantly involved. That which entered the experience of the child or the youth with deepest emotional content, is relatively the most certain to come back as a later contribution to thought and character. Any incident in a child's life which is accompanied by deep anger, fear, dread, jealousy, is practically certain to leave a deep and threatening complex. Frighten a two-year-old girl to the point of screaming through the mere incident of a mouse running across the floor; frighten a three-year-old boy with the mere incident of a burglar in the house at night-time; frighten any ordinary five-year-old child with the incident of a fatal lightning stroke near him; allow any such incident as the foregoing to be introduced into the life of a child, and you have thus recorded the foundation of what, a quarter-century later, may throw this child, now an adult, upon the very borderland of insanity. However, a few moments of correction, of re-education of the sub-consciousness at the time the incident occurred, should usually bring about a permanent removal of the complex.

Re-education of Teachers.—Either the foregoing position regarding the sub-consciousness is true, or it is not true. If it be correct, then, the affair will necessarily demand a complete re-education of our entire teaching staff; for it cannot be denied that the majority of them are entirely uninformed upon the subject. A brief but definite course in the theory of the unconsciousness, as well as in the practice of unconscious education and re-education will be necessary.

A ten-year-old girl manifests extreme nervousness and fear on the occasion of a storm accompanied by lightning during the session of the school. The teacher attempts to ignore the matter, to rebuke the little girl, or to quiet her by mere words of assurance. A ten-year-old boy manifests extreme nervousness on being sent to bed alone upstairs in the dark, and perhaps weeps, refusing to go. The misinformed father scolds, threatens and perhaps even administers a spanking in order to enforce what seems like reasonable obedience to family orders. A fifteen-year-old girl turns green with jealousy every time a certain male instructor in the high school shows pleasing attentions to a certain other fifteen-year-old girl of the class. The teacher is provoked, shows a disposition to laugh at the affair, and perhaps gives the jealous girl what he considers as a deserved "good scolding" about the matter.

Now, in the three instances given above—the like of which may be multiplied by the thousands—we have clear presentations of what may become most significant laboratory and back-office problems in the course of education of the young. It is the condition here that our present methods are seriously handicapped because of an almost complete lack of a plan for dealing with such situations. It is furthermore apparent that teachers and supervisors, everywhere, should at once become thoroughly informed as to how to deal with what we call complexes, and with all the other problems of the education of the sub-consciousness.

To the one who through long practice has become thoroughly acquainted with the relations of the subconsciousness to the adult conduct of the individual, the foregoing presentation of cause and necessity for an entire new program of teacher training seems unanswerable. All modern education must take strict account of the subconscious or unconscious mind; all the ordinary teaching staff must submit themselves for examination as to understanding of this problem; all teachers and supervisors of schools must write the general curricula so as to provide for continuous education and re-education of the sub-consciousness throughout the entire course of training.

Finally the new education, the approaching of all the learning problems of the young through the medium of the sub-conscious mind, will not go into effective service until the young learner himself has been taught how to practice. The teacher must learn how to detect sub-conscious errors, how to remove them and how to set up in their place corrective behavior patterns. Through the use of a system of psychoanalysis, easily learned and easily applied by the teacher, it will be practicable to search through the sub-conscious mind of the pupil. Thus can be drawn, as it were, a sort of map, indicating precisely what errors are to be eradicated and what truths are to be established. As a result of all this re-education of the sub-consciousness, the learner will automatically think and act always in harmony with constructive achievement and all-round well-being.

The Hungry Mind

He never reads a book nor cares
To look beyond the day's affairs.
The thoughts of dreamers, old or new,
He has no wish to wander through.
Fill up his hours with merriment,
And he will laugh and be content.

His stomach hungers oft for meat,
And with delight his food he'll eat;
Or should by chance he miss a meal,
The loss of it he'll plainly feel;
Or, over-stuffed the night before,
The morrow finds him back for more.

Strange, is it not, that he will take
Such care for just his stomach's sake,
Yet in his system cannot find
The cravings of a hungry mind?
He'll miss a meal, but not one pain
Will warn him of a starving brain.

Oh, there are many like him here
Who follow pleasure far or near,
And treat themselves to wine and bread
And leave their intellects unfed.
They'll fill their stomachs, praise the cook,
And then refuse the mind a book!

—Selected.

The Moods and Manners of New Books

By WINNIFRED KING RUGG
Arlington, Mass.

IT IS SO often said that the prevailing mood of current literature is ironic that we are inclined to believe it. Those who are responsible for this comment must mean Literature with a capital letter, because there are plenty of books, extravagantly popular books, that contain not the remotest hint of meaning any more than they say. Observe, for example, the long-continued favor shown to Joseph Lincoln, to Temple Bailey and Kathleen Norris and hunt in vain for either the manner or the substance of irony in their work. Their latest productions, "Silas Bradford's Boy," "Silver Slippers," and "The Foolish Virgin," respectively, are written for a loyal public that does not want to be fooled with.

It is the novels that are discussed in the critical reviews that have this flavor of irony. Sometimes merely mocking, sometimes expressing a large perception of the profound contradictions of life. Sentiment is old-fashioned, emotion is demoded, sophistication demands a light touch; irony, either sharp or mellow, superficial or fateful, is the convention. Readers who pride themselves on their intelligence enjoy it, partly because it seems true, more because detecting it assures them of their superiority.

Some of the writers who taught us to like the ironic mood have lately been bettered by their own pupils. Edith Wharton, for instance, wrote in her earlier years novels marked by the smooth yet relentless play of circumstances; now she still shows her characters snared in meshes from which they cannot escape, but she does it with more display of emotion, of pity, even of hope. In her latest novel, "The Children," she is more amusing than ever before, but she is also more amiable. Her theme is the desperate situation of the children of divorced parents.

There were seven young Wheaters, counting the steps; that is, there were the three children born of the first marriage of Cliff and Joyce Wheater, one born of Cliff's marriage with the movie queen, Zinnia, one born of the re-marriage of Cliff and Joyce, and two born to Joyce's intervening husband by a former wife. The one common characteristic of the whole seven was a burning desire to stay together, whatever their respective parents might do. With this desire Mrs. Wharton genuinely sympathizes, and for their handicaps she grieves, though her speech is gay. It is when she writes about the bored and idle rich like the Wheater parents that her pen sharpens. As usual nobody gets what he wants. The children are separated. Martin Boyne, who fell in love with the oldest Wheater girl, does not get her, and the woman who loved Martin for years also loses him. In style the book is impeccable and seemingly effortless, as Mrs. Wharton's writing always has been; in spirit it is softer and more frank. Compared with newer writers she seems less ironic.

John Galsworthy is still another of the old guard who has written a novel this year. The last of the Forsyte Saga, it is properly called "Swan Song" for it brings to an end the life of Soames Forsyte, the central figure of so many novels since he first appeared in "The Man of Property."

Soames has grown dear to Galsworthy through the years. At first neither the author nor the reader could sympathize with the acquisitiveness of Soames, with his determination to hold on to what was his; but as we see Soames, disappointed, baffled, but decent, we begin to respect him, and finally to want him to be happy. In the end what he wanted was the happiness of his daughter Fleur, and in defence of her Soames lost his life.

As a conclusion of the Forsyte Saga "Swan Song" is better than as an individual novel. It is full of echoes of its predecessors, dear to anyone who has followed the whole chronicle of commercial England told in the terms of a family. Galsworthy's underlying mood in his chronicle is pityingly ironic. He sees man's happiness dependent on having and holding, which in the end brings no happiness. For this he is sorry. What can be done about it? Nothing, except to assume the attitude of nice Michael Mont, Fleur's unloved husband: "It's pretty hard to remember it's all a comedy; but one gets there, you know."

Among the younger American novelists two in particular have contributed their full measure of irony this autumn. Anne Parrish's "All Kneeling" is a politely satirical comedy. In her Christabel Caine she has portrayed a young woman who imposes her own valuation upon her family and the public and keeps them—with one exception—on their knees. Christabel does not develop as the story goes on. She was just as fond of posing at ten as at twenty-five, writing her little poems with one ear open to the flattering talk below stairs, beautifully fainting away when she failed to hold the centre of the stage, and as she grew older graciously granting interviews, reading from her works, and snitching other people's lovers. All the time she kept a private journal for future publication. That is altogether the most delicious reading in the whole book, and not unfounded on fact.

As a novel, "All Kneeling" lacks the richness and substance of "The Perennial Bachelor," but

it is amusing and written with a beautiful simplicity of style.

Elizabeth Madox Roberts, who won highly deserved praise two years ago for "The Time of Man," has tried a new field this year in "Jingling in the Wind," the field of satiric fantasy. She has told a kind of roving tale of Jeremy the rain-maker. Jeremy belongs to an even more scientific age than ours, an age when rain has become systematized by means of an acid called exkay. Each county has its rainmaker; there are statistics, conventions, and, of course, legislation. Incidentally there are opponents of rain-making, who maintain that rain-making is a prerogative of God.

In the course of her novel Miss Roberts satirizes advertising, conventions, education, gland-renewal, the fundamentalists, modern psychology, all the confusions of life where "billboards announced new merchandise daily, and the sky-signs changed from admonition to admonition; where prices rose in a continual crescendo, and churches entered the business world, and served food or sold shares in mines which were jointly owned by Divine Providence and a board of deacons."

Contemplating all this, Jeremy, whose soul was tuned in to the small sounds of the world, like water dropping from a grass blade, or the feet of a spider treadling her thread, was tempted to become a man of action, but wisely refrained.

"Jingling in the Wind" must have been written for the fun of it. Deliberately mannered, it suggests the erudite satires of Elinor Wylie, though describing an entirely different world. It is written by one acutely sensitive to the sounds and smells of nature and the precise significance of words; sometimes it is highly involved, always there is a drift toward mysticism. As a thing to be done once, it is utterly impishly apt, but Miss Roberts can do more important work.

Modern biography bears a large share of the responsibility for the ironic tone of present-day literature. Ever since Lytton Strachey treated Queen Victoria as if she was a human being, biographers have grown more and more irreverent. Hendrik Van Loon is a notable example. He deliberately attempts to make his histories and biographies amusing because he believes that humor is an essential part of life and that modern times demand modern terms. It is almost a religion with him. This is not because he finds life comic. Far from it. He finds mankind making the mistakes it has always made, and all he hopes to do is to add a little gayety, a little tolerance, a little politeness.

In this mood he has written "Pieter Stuyvesant and His Times." His precedent was furnished by no other than Washington Irving, who writing in 1809, was animated by the same satiric spirit. Mr. Van Loon adds more historical knowledge and a far more detailed Dutch background. A Dutchman by birth, he contributes an important survey of the conflict between Holland and England for colonial supremacy. Then, after some 200 pages of setting Pieter Stuyvesant himself appears, with all his virtues and faults. Peppery, courageous, arbitrary, a successful administrator, a discarded old man puttering around in his garden, Stuyvesant comes to life under Mr. Van Loon's hand. The style is characteristic; simple, a little cynical, paradoxical. The impressionistic illustrations are his own.

One of the most important biographies of the year is distinctly not in the modern style. That is Rachel Annand Taylor's "Leonardo the Florentine." There is no vestige of the ironical (except in her fondness for the paradoxical statement, and that in a mere manner of speaking); there is no superciliousness toward her subject; there is nothing but devout enthusiasm for Leonardo, a love for the glories of the Renaissance, an ecstacy of delight in the miracle of Leonardo's all embracing talent. Mrs. Taylor is a Scotch woman, author some years ago of a book called "Aspects of the Italian Renaissance." It is said that she knows more about her subject than any other living person. That may well be. Her style is rich, over-adjectived, glowing, crammed with allusions. To get the most out of the book one ought to read it once for the sake of the rushing, crowding picture of the Renaissance, for the innumerable portraits of the men and women who lived in Leonardo's time, and for the interpretation of that "complete man." Then one ought to read it again with an encyclopedia at elbow. After all it is not a book that one reads for *facts* but for the spirit of appreciation. Pronounced modernists will call it over-done, too mystical, too rhapsodic, too long. One quality at least will commend it to the intellectual reader; that is, its frank avowal that there is such a thing as aristocracy of mind.

Loud acclaim has greeted the long narrative poem "John Brown's Body," by Stephen Vincent Benet. For the past two years Mr. Benet has enjoyed a Guggenheim Fellowship, and this is the fruit of that period of retirement spent in France. His ambitious attempt to bring into view the whole course of the Civil War through the medium of poetry has been accomplished.

Mr. Benet has written in the modern way, and yet not too modern, varying his rhythms to suit his subject, using blank verse for historical passages, ballad meter for stories, slow measured lines for John Brown's prayer, prose for his speech before the Charlestown Court. There are heights of emotion and eloquence; there are homely realistic details. Lincoln and Davis, flashes of battle scenes, the story of a southern aristocrat, of a Connecticut abolitionist, of a mountain man who

did not know when he was going to fight, but did not care as long as the Kelceys were on the other side, these are only portions of his many-sided subject. He has transmuted it all into poetry that is richly varied, sweeping, easily read, and in a good measure interpretive of the part that the war played in the destiny of individuals.

In general, the style of the books of the day depends not so much on the writer as on the atmosphere that surrounds him, an atmosphere best conveyed by a light touch, with an attitude of disillusionment. Those who are dissatisfied with this way can always have the comfort of knowing that styles change. One can barely detect already the faint suggestion of a slight veering in the wind.

Old Friends

By MARIAN L. GILL

LONG, long ago, in the chaotic, untabulated days ante-Terman and ante-Lima, when experimental studies of the qualitative and quantitative aspects of children's reading were still dim dreams, in a country town far, far away, a certain little girl was considered very queer.

For a long time, like Kipling's cat, she walked by herself, but all places were not alike to her. She wanted to be with other children, wanted them to like her, but she was like the Little Mermaid, inarticulate, earth-awkward, quiet, queer.

She had friends, however; real ones, too. When she walked down the village street a glorious company went with her: Snow-white and Rose-red, the Fair One with Golden Locks, the Frog Prince and Cinderella, Beauty and the Beast, and Naughty Pinnocchio with his patient mother, the Fairy with the Blue Hair. Rumpelstilzchen hopped along on his queer little legs, Big Claus and Little Claus drove their cows and sheep, Kay and Gerda were there, too, with the Lapland Woman and the Snow-Queen; and Thumbelina, poor Thumbelina, who had been shut up in the dark passage-way under the ground with the crabbed old Mouse while she sighed for the sunshine and the Swallow. Thumbelina knew what it was to be lonely. There were no books in the Field-Mouse's home.

"What, all alone?" the little girl's mother would ask as she saw her on the doorstep with a book.

Alone? She was not alone. Quicksilver sat there, with his michievous smile, brave Perseus, and the wicked king, Polydectes; the Three Gray Women, Night-mare, Shake-joint, and Scarecrow, with their one precious eye; greedy King Midas, and sweet little Marigold, and naughty Pandora, with the hardly less naughty Epimetheus. Hercules rested near her too, wrapped in his lion's skin, his mighty club upon his shoulder, with the three golden apples of Hesperides in his lap, and kind old Philemon and Baucis, with their miraculous pitcher.

Her mother may have thought that she was sitting on the door-step, but she was not there. On the door-step, indeed! She was watching near a fountain which gushed out of a hillside in the marvelous land of Greece; waiting with Bellerophon, gem-studded bridle on his arm, for Pegasus to appear. Sitting on the door-step! She and Bellerophon were on the winged-horse, taking long, aerial journeys higher than the moon, where it was always pleasant weather, however cheerless and rainy it might be on earth; hovering over the lofty mountain-tops, and plunging through the fleecy bosoms of bright clouds. A wonderful thing it is to have a winged-horse for a friend.

"Quiet! You are always so quiet," her mother would exclaim.

Quiet? When she was jesting with Gurth and Wamba, feasting with Cedric and Athelstane, fighting in the lists with Ivanhoe and Brian de Bois Gilbert; storming the castle of Front de Boeuf, and rollicking with Locksley, the Jolly Friar, and bold Richard Coeur de Lion, in the heart of Sherwood Forest! Her mother was the quiet one; not she.

"But she seems so lonely," the neighbors would say.

Lonely? Not when she met a small boy lonelier still. He, too, found solace in books, and only escaped the gloomy theology of the Murdstones by taking refuge in "a blessed little room," where he read "Perigrene Pickle," "Humphrey Clinker," "Don Quixote," "Robinson Crusoe," and the "Arabian Nights," as she did.

David Copperfield, you and the queer little girl had friends in common. You made new ones too: Barkis', always willin': Peggoty, with her ever bursting buttons; poor Traddles, forever being caned, merriest and most miserable of boys: handsome Steerforth, and pretty little Emily; brave Ham and true-hearted Mr. Peggoty; weeping Mrs. Gummidge; Mr. Dick with his kites; girlish, bright-eyed, lovely Dora; calm, sweet Agnes, and the ever despairing, forever procrastinating Wilkins Micawber—these friends you met together, David, you and the queer little girl.

Lonely? When she was walking on the sands with the Walrus and the Carpenter, crooning a lullaby to the much enduring baby in the peppery kitchen of the Duchess, playing croquet at the famous garden party, drinking tea with the sleepy Dormouse, the mad March Hare, and the Hatter, and wandering delightedly through Wonderland with Alice.

"Time to get ready for the party, little girl," her mother would call.

Party? Who wanted a party, when they were in the large kitchen at Dingley Dell, playing blind-man's buff and snap-dragon with Mr. Pickwick and the poor relations; eating mince-pie and oysters with the Fat Boy, roasting chestnuts by the huge fire of blazing logs, and drinking from a mighty bowl of wassail, a bowl a little smaller than a wash-house copper, in which the hot apples were hissing and bubbling?

Party indeed! When she could sit down with Tom Pinch and cheerful, tidy, bustling little Ruth to that famous beef-steak pudding which John Westlock declared was the best one ever made. Who needed entertainment when they had Sam Weller and Mark Tapley, Sairy Gamp and Mrs. 'Arris, young Bailey and Poll Sweedlepipe, Dick Swiveller, Captain Cuttle, Mrs. Jellyby, and the Marchioness? Charles Dickens, once lonely in London, many times a queer little girl cried: "God bless Charles Dickens, who gave us so many friends."

Yes, who could be lonely very long when they had all sorts and conditions of fairies for their friends? Fairies who looked like real people, like the poor Irish woman whom Tom, the Water-Baby, followed; wise fairies, like Mrs. Be-done-by-as-you-did; kind fairies, who gave lumps of gold to tired hedgers and ditchers; busy elves, who helped the old shoemakers; gnarled little dwarfs, who worked in the mines deep under the ground; pixies and fays who danced in the moonlight; flower-fairies who lived in the lilies and roses; gnomes and leprechauns; mischievous fairies, like Brownie, who teased the cross Cook and loved the children; creatures like Undine, half fairy, half human, all these were friends of the queer little girl.

She hadn't any "Guide to Children's Reading"; she lived before the days of Reading Estimates and Poetry Experiments, but when she was introduced to "Children's Literature" in a textbook labelled as such, she was greatly surprised to find so many of her old friends there.

"Oh, I've met you, and you, and you," she cried, as she recognized many well-known faces. "Here you are being estimated and appreciated, and beloved; why, you're *Literature,* and I've known you all my life. We're old friends."

The little girl was lucky indeed. For in her home there had always been a library of fine old classics, a father and mother who had been her "Guide" to them, and hours of a non-jazzy, non-movie-filled, non-constantly-being-interrupted existence in which to make Literature her friend.

Does today's child have as much?

Modeling With Books

By EMEROI STACY

THE impressionable growing child sees himself in every heroic character of biography and fiction, just as the interested reader of the "King Arthur Stories":—

"With flat, soiled palm, and baseball fingers spread,
He bent to his book, and pushed the pages back,
And, as he read, surrounding walls grew dim—
The startled pages quivered, rustled, cracked!
Soon he looked up with a far-traveled glance—
His head held high and fearlessly. The air
Was black with battle, crash of sword on lance.
A knight came thundering at the very portals there—
It was himself! He every traitor spurned!
It was HIMSELF! He victory's nectar sipped,
Rescued the fair distressed, slew, ravaged, burned!"

Ethical lessons are learned from the reading of good books, lessons that make a greater impression than hours of preaching. Heroism, the most attractive characteristic to the growing boy and girl, is the theme of many a good and entertaining story. In Pyle's "Men of Iron," with its picture of the school of knighthood, are incidents showing the need of professional training. In "The Talisman," with its unforgettable scene of the meeting between Richard and his enemy, Saladin, the lesson of courtesy is taught. "Secret Garden" teaches that a healthy body helps to make a healthy mind. "The Lance of Kanana" is one of the best stories written, showing heroism and courage of the highest order.

Biography is, undoubtedly, the finest method of teaching service, usefulness, and ethical character. "While we are reading of the great, we are that moment great ourselves." Lives of Livingstone, Stanley, and Captain Scott show quiet devotion to duty. The humble beginnings of men like Thomas Edison and Abraham Lincoln, their honesty and perseverance; the devotion to service of Joan of Arc, Florence Nightingale, Clara Barton and Wilfred Grenfell; the heroism in everyday life of Helen Keller; the courage and determination of Christopher Columbus and Frances Willard; and all the characteristics of great people which made them able to overcome obstacles, have the greatest effect on growing children. They realize that these great people were once boys and girls like themselves and that their accomplishment and success was due to some driving force arising from nobility of character, together with determination and perseverance. They begin to realize that all legitimate roads lead to success if only the proper decisions are made, accompanied by perseverance. Opportunities are everyday affairs, and the person who understands this makes the most of life. Birth has little to do with greatness, unless lowly parentage is the surest road to success.

Every opportunity should be given to let the growing boys and girls revel in heroic fiction and biography. And lucky they are to read it as citizens of America,

"Where noble hearts and mental power take place over birth."

Team Work

By EDGAR A. GUEST

It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with its touch of thrill
Doesn't tell us the man you are;
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts in the world today
Is, How do you pull with the team?

They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;
For never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.

You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your fellowman to score
When his chances hopeless seem;
It's forgetting self till the game is o'er
And fighting for the team.

—Pennsylvania School Journal.

Just Published

NEW STYLE-BOOK OF BUSINESS ENGLISH

372 Pages *$1.75*

Max J. Herzberg's former text ran to EIGHT EDITIONS. In preparing this new book, the author consulted the courses of study of many communities. Two chapters are intended to give students vocational inspiration, information, and counsel. Constant emphasis is laid on the cultural as well as the practical. There is a consistent endeavor to provide a mass of information as to business methods, ideals, and viewpoints. An unusually large number of exercises are provided, so that the student may put into practice the principles that have been inculcated.

SEND FOR A COPY ON APPROVAL

Isaac Pitman & Sons

2 WEST FORTY-FIFTH STREET
New York City

Reduced facsimile of one of the rare illustrations appearing in

PILGRIMS, INDIANS AND PATRIOTS

By RANDOLPH G. ADAMS

Mr. Adams, as librarian of the William L. Clements Library at Ann Arbor, Michigan, enjoys access to one of the finest collections of early Americana in the world. From this collection he has taken rich and fascinating pictures of the utmost rarity, and contemporary with the persons and deeds he describes, to embellish this unusual book—the text of which has been written primarily for children. Old as well as young, however, will delight in his account, pictured as well as written, of the growth of the colonies. There are chapters on the coming of the printing press, the Quaker colonies, the fur trade, the plantation system, buccaneers, pre-Revolutionary disorders, and the Revolution itself.

With 71 illustrations. $3.00

Mr. Adams' Earlier Volume, and a Companion to the Above, is

THE GATEWAY TO AMERICAN HISTORY

What led the explorers to set out westward, how they came upon the New World, what they found, and how the first colonies were established—Mr. Adams tells in a way that all ages can understand and enjoy.

The A. L. A. Booklist says: "An interesting approach to American history. . . . Many illustrations from rare old sources were selected in which the story of the early explorers and the life and thought of the people of the day were pictured by contemporary artists. The text explains and interprets the pictures and connects the story in an enjoyable manner."

With 76 illustrations and a map. $3.00

LITTLE, BROWN & COMPANY
PUBLISHERS
Boston

Motivating Good Book Habits

By HENRY L. CECIL
New York City

IN this age of rapid living there is great need of a stimulus to help awaken the minds of young people to the possibilities for pleasure and profit that lie within books. Even in the educational field many leaders need to be reminded of the importance of stimulating in the minds of boys and girls a wholesome curiosity about books, the habit of turning to books for information, and a desire to possess books.

If the desired result in the accomplishment of any great task is to be attained certain definite factors are necessary and certain principles must be observed and followed. There is no vocation in which this is more evident than in teaching, for in this constructive work a human being, a child, is sent to a teacher and after receiving instruction and guidance over a certain period of time he is expected to have developed and to possess a thinking mind, to be able to think, reason, act and make for himself a place in the world in which he lives. What a task! Great is the duty and responsibility of the teacher, for it has to do with the shaping and influencing of character and life. Books are the essential tools to be used by teacher and pupil in this task.

A skilled workman in any trade is said to be known by the kind of tools he possesses, the condition in which he keeps them, and the manner in which he uses them. Books are the tools of the teacher, and it is her business to know how to select the right ones, how to have them ready for easy access, and how to direct pupils into correct habits of using them. The best results cannot be attained unless the teacher can use these essential tools. Too many teachers have confined their reading along a narrow path, and are unable to lead their pupils in acquiring literary tastes. The outstanding teacher in the mind and life of each of us is the one who possesses a great fund of knowledge and informational material, who knows how to use it and to help us think for ourselves and form our own habits. Such a teacher acquired this ability, directly or indirectly, through books, and it is only such a teacher who is able to supply her pupils with the incentive to become real investigators for themselves.

When it comes to the final analysis of teaching, the task of the teacher is to direct and guide the pupil into the channel of responsibility and create within him a desire to do something worth while. The child who does not receive such inspiration may fail to reach as high a place in the ladder of success as he would otherwise; and the person who can in some way help a child to find himself is truly worthy of the name—teacher.

Emerson said: "Often the reading of a book has meant the future of a man." It requires but little effort to prove to one's self the validity of his statement if we but listen to or take a word of advice from the great men and women who have made for themselves a place worth while in history.

As in any phase of educational work, certain problems will arise in teaching children how to use books. Such problems vary as individuals vary, and the teacher will find a correct solution only by making an individual study of the child and by suggesting the right books at the right time. Only through her own wide reading will the teacher be ready to suggest the books that will appeal to children and will encourage them to read further.

The question is often asked, "How early in life should we teach a child the use of books?" The answer is: "Just as soon as the child is able to comprehend and understand the meaning of pictures." During the past few years many investigations have been conducted in reading and the consensus of opinion is that more emphasis should be placed on the teaching of good reading habits during the early years of life. As a result of these investigations publishing houses have brought forth some excellent books for little children and book stores are developing special service to parents and teachers in every community. Bookstores now employ trained people who know books and who are of real service to both children and adults in making special lists for individual tastes. Teachers and parents may profit much by visiting their local bookstores and becoming acquainted with the new books and beautifully illustrated editions of the older favorites that are on display each year. In case there is no bookstore in your community write the publishing houses direct asking for information on the type of books in which you are interested.

No longer are we confined to the one first reader for the entire school year or to the little four-page weekly newspaper of the team and buggy period. However, progress in equipping our children with necessary books in school and classroom libraries has not kept pace with the providing of material provisions. It is essential that the child have a variety of books so that as he passes through the succeeding phases of childhood, he may find the ones he really likes, at home as well as in the school and in the public library. Let us not forget that reading habits are well established during the early years of school life, reaching the peak at perhaps about the age of fourteen. During these

early years the child needs more than mere text-books if he is to get the greatest value out of school work. History, geography, science and other studies can all be illuminated and made more enjoyable through wisely selected books for supplementary reading.

Only during the past few years has the importance and necessity of a library in every school been realized. So noticeable has been the efficiency of the teachers and the higher quality of work done by the students in schools maintaining good library facilities under the direction of a trained librarian that this movement is going forward by leaps and bounds. Associations of secondary schools and colleges and state departments of education, keen in recognizing the beneficial results coming from the school library, have set definite standards which must be met and adhered to for accrediting purposes. Changes requiring a higher standard have recently been made by many of these organizations, and it is the duty of every librarian, teacher and school official to become familiar with these new standards which now reach from the one-room rural school through the university.

From various sections of our country come by the hundreds reports of the establishment of new high school libraries, new public libraries, and new county libraries reaching the one-room rural school, and the most remote rural home. This marks a new era in our great educational system, and yet at the present time only about one-half our population has access to public library facilities and any general collection of books.

A school library is a laboratory for every child in the school, and in every subject of the curriculum. Without this laboratory equipment the student and teacher are as much handicapped as the one who starts to build a house with few tools and little material.

In every public library will be found many books supplementary to the school library. In assigning public library reading, teachers should not overlook the necessity of giving a few days' notice in advance to the public librarian in order that the needed material may be grouped and ready for immediate use when the students arrive. Part of the training in reading which pupils should gain during school years is use of the public library.

Every teacher has the opportunity to encourage a wider use of good books. Some day a boy or girl while reading a good book may catch a vision, and have unlocked a door of opportunity which will mean a successful and useful life. He may, by the reading of good books, accumulate a greater fund of knowledge, develop into a better thinker, become a more efficient worker. But, best of all, he may find real friends in books, friends who will never fail him and who will give him enduring satisfactions throughout life.

The kind of mechanical drawing instruction needed by 7th, 8th and 9th grade students - - -

THIS new book presents a drawing course which gives, in clear and comprehensive language, full details and information concerning the reading, writing and understanding of the graphic language—mechanical drawing—as it is needed by the seventh, eighth, and ninth-grade student.

The chief aim of the course is to teach visualization; to strengthen constructive imagination; to form habits of accuracy; to teach the student to make good pencil drawings; and to teach him to read working drawings with facility and rapidity. Much space is devoted to straight-line drawing before attempting compass work.

Simplified Mechanical Drawing

A TEXTBOOK FOR BEGINNERS

By THURMAN C. CROOK

Instructor in Mechanical Drawing, South Bend Central Junior High School and South Bend Vocational School

McGRAW-HILL INDUSTRIAL ARTS SERIES

155 pages, 9x6½, illustrated, $1.25

BY using a textbook, all students get the same amount of information; each student is allowed to advance as fast as his ability will permit him; and when the student is absent from class, upon his return, he may resume his work in the usual manner without disturbing the order of the class. If a new student joins the class late in the term, he fits into the course, and does not take all of the instructor's time in making his start.

Some questions taken from this text

How many views are necessary for a working drawing?
What is meant by membering?
From what sides of a drawing should dimensions be read?
For what is a center line used?
How do you distinguish a mortise from a tenon?
What is a gained joint? A dodo? A groove?
What is a spline?

McGRAW-HILL FREE EXAMINATION COUPON

McGRAW-HILL BOOK CO., INC.
370 Seventh Ave., New York

You may send me on approval Crook's Simplified Mechanical Drawing, $1.25. I agree to return the book if it is not adopted in my classes or remit for it.

Name.....

Address.....

School.....

Official Position.....J. E. 10-29-28

What the School Boy Told Me

By ARTHUR DEAN

I know you are the teacher, but don't fire it in my face.

I'd learn a lot better if we sort of learned things together.

Just please step off that throne and come down here where I sit;

Then I'd listen because everything would be so cozy.

Now don't get sore when I tell you I don't care much for preaching.

A lot of your high-faluting words are way out of my reach.

So just be yourself — good, kind and understanding like;

Then I'll feel mighty mean if I don't hand you back all you sent me.

I don't always understand all you say about these fine, big things of life—

If I did I'd be up where you are.

But just between ourselves let me give you a tip:—

If you'll do these things yourself I'll learn all about it by your example.

As for these books, I know there's a lot in them that's going to be useful some time in life,

But can't you once in a while show me just where I can use them now?

A small boy like me cannot look ahead like a big man like you.

They say you've got eyes in the back of your head and can see anything anybody does.

Now won't you please look clean through my head and see why I can't do this example no matter how hard I try?

Surely you, who are so smart, can see into a boy's head.

And please look into my heart and see I mean well; and into my home where dad and mom work hard and think a lot of me; and into that something or other which I've got inside of me that's going to make me a great big man.

You know how a fellow feels. So just help me.

Personal and Professional

ALBERT LEONARD, superintendent, New Rochelle, N.Y., was honored by Ohio University, Athens, as Doctor of Education, the highest honorary degree that can now be given to a school man for professional achievement. This was one of the first state universities to establish a full four-year course in education in preparation for service in the higher positions of school administration. In 1886 the late Dr. John P. Gordy, one of G. Stanley Hall's most brilliant students in Johns Hopkins University, was made the head of the Department of Education. Although Dr. Leonard had taken the classical course in Ohio University he completed also the four-year course in education under Dr. Gordy.

Dr. Gordy was a noble pioneer in magnifying the professional preparation. He was called from Ohio University to New York University, where he did much to magnify specific scholarship for teachers in public high schools.

Albert Leonard did much for the fame of Dr. Gordy and the Department of Ohio University, because of the prominence early attained. He won such distinction as high school principal at Binghamton, N.Y., before he had been ten years out of college he was dean of Liberal Arts, professor of pedagogy in Syracuse University, since which he has had national prominence professionally. This is the third doctorate with which he has been honored by universities.

At the completion of twenty years' service as superintendent of New Rochelle he received many notable evidences of appreciation, chief of which was the presentation to the Board of Education by a prominent citizen of a portrait of Dr. Leonard in recognition of his service " to the children, the teachers, and the community, socially, civically and educationally."

LAURA BRYANT, supervisor of music in the public schools of Ithaca, who has rendered distinguished service professionally in the state and nation, received the delightful recognition of as ideal a season abroad as could be provided. This appreciation was by one of the most eminent women of the country, a noble patron of music and the fine arts, and this wonderful opportunity was given Miss Bryant because of what she had done in the promotion of music as an author, as a lecturer, and, above all, as an inspiring teacher.

ELLEN SAMWORTH, principal of the Thomas F. Bayard School, Wilmington, Delaware, read as brilliant a paper at the Educational Conference of Wilmington this September as we have heard on any national program in a year. It was a paper on School Gardening. It was a masterful presentation of the statesmanship of education, and was a brilliant description of the salesmanship of education to teachers, the community, and an organization that exists to meet emergencies when city councils flunk on their responsibility. We have never known a more delicious bit of humor than Miss Samworth's account of the refusal of city officials to plow plots for the school garden in the autumn because there were " no funds in the budget to pay for plowing."

Miss Samworth was selected for the principalship of the first model elementary school, costing $600,000, with every significant accessory for the installation of the platoon system or work-study-play plan.

She is a master of educational statesmanship and has studied in many colleges and universities, never artificially but only when she knew she could get what she needed as she needed it.

MARION L. BRITTAIN, president of Georgia Institute of Technology, was given a leave of absence from administrative responsibility, and Dr. and Mrs. Brittain spent several months touring Europe, Egypt, the Near East, and the Holy Land. Dr. Brittain has achieved great things for " Georgia Tech," which is to the South what " Massachusetts Tech " is to the North. Dr. Brittain has added several buildings to the campus, buildings architecturally artistic, with the latest equipment in every respect, and the money for several of these masterpieces has been personally raised by Dr. Brittain, while at the same time he demonstrated educational statesmanship in keeping the institution in the front rank in science and in the industrial arts. It was in recognition of his wonderful service that trustees insisted that he take this extended tour.

LEANDER A. COGSWELL, Henniker, New Hampshire, in his will left an estate of two million dollars as " The Cogswell Benevolent Fund." After several specific bequests for various educational, religious and benevolent purposes, which were widely scattered to organizations and institutions, the residue will be distributed as the three trustees and their successors may deem wise. New Hampshire's men of means are using their wealth with great wisdom.

E. W. SANBORN, an alumnus of Dartmouth, recently willed $1,619,550 to Dartmouth College, Hanover, New Hampshire. Among other things Dartmouth College will now have one of the most famous college libraries of the country.

School Problems

Edited by a School Executive

Steer clear of assumptions in education. This is the age of scientific inquiry.

178. Should we teach hobbies and avocations? (Idaho.)

Yes, indeed. We should. That is part of meeting individual needs, self-realization or any other modern name you fancy. It is just part of giving a fellow his chance. Choice in units of work in elementary schools and extra-curriculum activities in junior and senior high schools are easy avenues through which it can be done.

Hobbies should be encouraged. The pupils should be steered into worthwhile ones. Then they should be guided in getting the most out of them. It would give many of our teachers a new lease of life if they, too, would take up a few hobbies.

179. Don't you think we are swinging too far in this "The world doesn't belong to adults. It belongs to children" business? The fact that a child thinks he owns the world doesn't improve him any. (New York.)

Who thinks the world belongs to children? A few extremists in so-called "progressive schools"? I don't believe that even they really believe it. If you pinned them down I guess you would find they still think they have one or two rights. No, the old idea of adults at the cost of children has gone, but the other extreme of "all belongs to the child" is wrong too. It is very bad for the child as you suggest. The world belongs to both children and adults. The children come first most of the time for two reasons, the adults have already had their chance and the safety and growth of the world depends on our child training. And right here children must be taught self-restraint as well as self-expression. They must learn consideration of others, including adults. Oh, yes, indeed, quite a little of the world still belongs to me.

180. What are we going to do with these youth who say "I am going to live my own life" and then proceed to do it? (Delaware.)

In the first place we need to give them plain truth, such as "Very well, live your own life, but it will be in your own world. You can't live in a world with other people without trimming your sails to meet other folks' sailing." Then let them get hurt a little if they persist in driving forth regardless of others. Better find out early it can't be done, than smash completely later.

We adults are partly to blame for youth getting that wild idea. We swing from the seen-and-not-heard suppressed situation of our own youth to the other "live my own life" extreme. At least we have encouraged it. Such fashionable expressions as "The world is made for children" is a sample of it. Perfectly ridiculous! The world isn't made for children, nor youth, nor adults. It belongs to all of us, and that means that we each have rights which the others must consider and respect or somebody will be hurt. There is no other way. It is our business to see that youth gets the truth straight from the shoulder.

181. As I read the newspapers this fall I am discouraged with the bundle of prejudices with which the boy or girl steps out of the average American home. What can we do about it? (Mass.)

I sympathize with your discouragement just now, but it is not as bad as it seems. Prejudices that we thought were dying have seemed to come to life again, but if you can look back forty years or even twenty-five years you will see that the bundle is much smaller and of a fainter color. More people refuse to carry it too. What can we do about it? That is the right question. Accent on the *we,* too. We, the educators, particularly public school educators, are the people who can do most. True, the family is still the unit of civilization, and our boys and girls often seem to bring us an inherited burden of ignorance in the form of prejudices that is discouraging, but we are raising parents in our classrooms. Don't forget that, and there is where the "new school" has her innings. Truth-seeking, the scientific attitude, tolerance through understanding, that is the remedy, and we hold it in the hollow of our hand.

The mental outlook of our people cannot be befogged long with prejudices, either inherited or smuggled to them by exploiters, if we work intensively and consistently true to the science of education.

We adults may fall for the fellow who talks longest and loudest today because he is fanning our feelings, and we are not thinking, but these boys and girls whom we are training in scientific thinking, "What's your evidence? Where's your evidence?" fairness founded on truth procedure, theirs will be a different American home. They will be less easily befogged. They will see clearer. That is what you can do, train through science and truth until prejudice is crowded out and understanding and tolerance take its place. We are bound to win.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

A Skillful Engineer

Good morning, girls and boys:—

When the great engineer Stephenson wished to build a mighty bridge he used hollow tubes of steel because he knew that built in that way steel reaches its greatest strength.

Long before his time nature had come to the same conclusion and the little wheat spirit had adopted this type of construction for the slender stem upon which it wanted to grow the heavy head of wheat. I have one here in my hand that I plucked from a field as I came down to meet you. Let me split it apart. Notice how hollow it is, but how the hollows are separated from each other by little cross-section pieces.

As though afraid that even this type of construction would not make its stalk strong enough the wheat spirit went much further and worked into the material of the stalk one of the hardest substances known to man, a substance called silicon, out of which the sand of the seashore and the glass in man-made windows are fashioned.

Just look over into that wheat field and see whether the wheat spirit was wise or not. Notice how long and springy the wheat stalks are; how they hold the heavy heads of wheat high in the air and yet how they bend and sway with the slightest wind. Notice how here and there leaves come out and how around the base of each leaf there is a heavy growth that assists in making the stalk stronger than it would otherwise be.

I fear, if the wheat spirit had not been as wise as it was, man would not have been able to harvest his great fields, for the first big wind would have broken down the stems and buried the grains in the earth.

Goodbye: Make this a happy day full of useful things.

Uncle Jed.

Adding Beauty to a Day's Work

There was once a boy who loved to work. When his school days were over he was given a job in a stone quarry facing with a chisel and hammer the rough blocks that were blasted down from the high quarry walls. "You must face ten blocks a day," said the foreman, "to hold your job. These blocks are to be used in the foundations of a church and are to be buried under the earth so you need not mind how they look." When the boy had finished the first day's work he stood at the day's end, and looked down at what he had done. The stones were square, to be sure, but they were rough and ugly and seemed so lacking in all beauty that the boy seized his chisel and hammer and went to work again, smoothing the rough places and running a beautiful straight line along each edge.

Every morning and evening after that the boy came early and stayed late, adding in his own time, beauty of line and finish to blocks that were to be buried in the earth.

Now it happened that a great architect came one day to the quarry. His trained eye saw the beauty in the pile of foundation stones and he drew near and said to the youth: "Whose work is this?" and the youth said: "It is mine." "It is well done," said the architect, "but tell me where is the value in adding such beauty to stones that are to be buried in the earth." The boy hung his head, for he thought the great man was scolding him. At last he said: "The extra work has cost my master nothing. I have done it in my own time before working hours and after." The next day the architect came early and sat where he could look down into the quarry without being seen. An hour before the other men arrived the boy came and the ring of his hammer on his chisel sounded fresh and crisp in the cool dawn.

The architect smiled. "Here is labor for love," said he. "The boy is of a noble nature. He sees beauty in his daily task. This day he shall drop his chisel and set aside his hammer and come with me to learn the secrets of my trade."

Many years later when the boy of the stone quarry was building a vast cathedral a young man came to him and said: "Sir, what must I do to succeed?" The boy of the stone quarry looked at him and said: "Find beauty in your daily task and labor to bring it forth on your own time."

Freckles Is Just a Dog

"If dogs could only read, they would learn how highly they are thought of.

"Take that coach dog named Freckles, out in Iowa, for example. He hasn't any idea that the story of his heroism has traveled all over the country. Still he may be just as happy as if he knew. His act of flagging a passenger train saved the life of his master. He has that to think about.

"Freckles and his dog friend, Treve, a collie, were out walking with their master, G. C. Clark, a farmer living near Wadena, Iowa, when Clark suffered a heart attack and fell unconscious on the ties of a railroad track. Treve stood guard over the prostrate man, while Freckles ran up along the track, barking furiously, and manifesting so much distress that the engineer slowed down his train and stopped it a few feet away from where the farmer lay.

"Freckles, standing on the pilot of the locomotive, was at that moment the happiest dog in the world. His master was carried safely home by train and ambulance.

"It just goes to show what a bright dog will do for a master he is fond of. Folks who don't know dogs are apt to treat them as of slight account and their feelings as nothing at all. Well—dogs may get their rights some day."

This editorial from a Boston newspaper makes one wonder just why people so often refer to the dog in insulting ways. If a low bred fellow wishes to express contempt for a fellow man he calls him "a cur"; how often do we hear the saying, "dirty as a dog," "a dog's life," "gone to the dogs," etc. Perhaps there was a day when the dog was a dirty fellow, but we may be sure that in that same day his master was just a little dirtier than he.

On the other hand who can tell how greatly the faithfulness, the love, the comradeship, the courage, the enthusiasm, the guardianship of the dog have inspired and ennobled the spirits of mankind?

We Find What We Seek

My letter is going to deal today, many times, with the title I have written above. The five words of which the title is made are most important words and stand for many important things. Please notice the two "we's." These words stand for the same, yet very different, persons. One is a seeking person, full of hope and ambition and the other a person who holds in his grasp the thing that he has pursued. Now notice the word "seek." What a word that is! How it sums up in four little letters the record of the progress of all mankind! What a deal of toil and sweat and anguish and hope it covers with its little length!

And now notice the word "find." What a joyful word that is! How it makes the eyes of the old prospector shine as he looks down on his newly

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

discovered gold mine! How it makes the mother cry out in her joy at the return of her lost son! How constantly all of us seek it everywhere, hoping that the meaning of it will come to us in joys and jobs and friends and power; in fortune and in eternal happiness.

And now the little but mighty "what." See how it stands like a hill right in the middle between "we find" and "we seek." What an obstacle it is! What a lure it is, leading us on like a marsh light, over strange and wearisome ways! "What" is gold. It is fortune. It is life. It is love. It is God, Himself, when our eyes are turned heavenward seeking Him beyond the stars.

WE FIND WHAT WE SEEK

The history of every nation may be written in terms of seeking and finding. Because the people of the East have sought God they have found him and brought back to mankind every important news that we have about Him. Because the West has sought human comfort and wealth and power it has brought forth a whirling roar of black iron wheels.

WE FIND WHAT WE SEEK

Always! Forever! Without fail! Be it good or bad! Be it life-giving or deadly as the adder's sting. All things that we seek are ours, for they come forth out of our very selves like spring leaves out of springtime trees.

Too Late?

"It is too late!" Ah, nothing is too late—
Cato learned Greek at eighty; Sophocles
Wrote his grand "Aedipus," and Simonides
Bore off the prize of verse from his compeers
When each had numbered more than fourscore years:
And Theophratus at fourscore and ten
Had begun his "Characters of Men."
Chaucer at Woodstock, with the nightingales,
At sixty wrote the "Canterbury Tales."
Goethe at Weimar, toiling to the last,
Completed "Faust" when eighty years were past.
What then, shall we sit idly down and say,
The night hath come; it is no longer day?
For age is opportunity no less
Than youth itself, though in another dress.
And as the evening twilight fades away,
The sky is filled with stars, invisible by day.

—Henry W. Longfellow.

The poet is right in all he says in this beautiful verse. He sees the inner reason why, as long as life lasts, it is never too late to achieve success in the great things for which we live. After all, what are the great things? Are they riches and power and lands and herds and acres of corn and vast timberlands, or are they the hidden riches of the spirit of which a man may possess himself whenever his will is right and his intention honorable towards his fellow man. I imagine a poor man sitting on a rock beside the way. He has nothing. He can never possess himself of anything his neighbor has, and yet, as he looks out of his old eyes kindly and smiles upon his brother and wishes him well and speaks gently to him, he is rich in many spiritual ways. There is no earliness or lateness in the harvest of the soul. All things grow there and are harvested even as a man thinks, and they are garnered into safe barns even as he toils at some humble task. In other words, there is never any lateness in doing good, in loving our neighbor, in serving him, in sacrifice of self.

Baltimore, Md.

has just listed

NEWSON READERS

Other users include:

Albany, N. Y.
Birmingham, Ala.
Bridgeport, Conn.
Chicago, Ill.
Cleveland, O.
Lansing, Mich.
Lincoln, Neb.
Minneapolis, Minn.
Philadelphia, Pa.
Portland, Me.
Savannah, Ga.
Springfield, Mass.
Topeka, Kans.
Wilmington, Del.

Newson & Company

73 Fifth Avenue, New York, N. Y.

NEW

JUST FROM THE PRESS

FOR FIFTH AND SIXTH GRADES

Palmer Method Handwriting

This new Palmer Method textbook for fifth and sixth grades is published as the result of more than two years of experimentation and research.

It embodies the most practical and advanced ideas for teaching handwriting in fifth and sixth grades and is in accord with the curricula of these grades.

POSITION ILLUSTRATIONS IN TWO COLORS

Fifth and sixth grade specimens are incorporated to enable students to score their own handwriting.

Ask for a sample copy. Address

THE A. N. PALMER COMPANY

Palmer Bldg., Cedar Rapids, Iowa
2128 Calumet Ave., Chicago, Ill.
55 Fifth Ave., New York, N. Y.
Terminal Sales Bldg., Portland, Ore.

EDUCATION IN ACTION

Courses in Aviation Tried in High Schools

Courses in aviation are being tried in ten high schools of Chicago as the result of recommendations made by W. J. Bogan, superintendent of schools. Mr. Bogan pointed out that boys and girls everywhere are eager to learn the how and why of aeronautics, and the time has come to teach the fundamentals of airplane construction and operation. Experimental classes are to be started in Lane, Senn, Crane, Austin, Tilden, Calumet, Harrison, Hyde Park, Englewood and Lindbloom high schools.

Language Question Disturbs Ireland

Nobody seems satisfied with the Free State's policy regarding the Irish language, which now is a compulsory subject in schools, according to a Dublin correspondent. Those whom Eamon de Valera denounces as "West Britons" object to their children being forced to learn a language whether they like it or not, especially as they contend the general education of the children suffers. Irish language enthusiasts, on the other hand, declare the new policy does not go far enough, and that the language is in danger of extinction. Gaelic language speakers recently declared the English language must be driven out of the country if the Irish language is to survive. They regretfully admitted, however, that many children within a year of leaving school had forgotten even what little Irish they had learned. They maintained the press of the country was an evil influence in the whole matter, as it gave very little support to the Irish language, and, except in two instances, hardly printed any articles in Gaelic, and then only short ones.

Teachers Offered Extension Courses

The University of New Hampshire has begun extension courses in education to run for twelve weeks, the work to be directed by Professor J. O. Wellman, assisted by Professor Harlan Bisbee of the Department of Education. The courses are offered for teachers only and carry credit equal to one course for one term at the university. The subject matter is modern classroom procedure. The men who made the courses possible in the localities in which they are offered are Superintendent John Gilmore of the Laconia schools, Superintendent Norman Page of Woodsville, and Superintendent Leonard S. Morrison of Whitefield. Extension courses are also offered at the university on Saturdays and are being supported by a large enrollment.

Control of Social Life High School Problem

How to control the social, athletic, and other extra-curriculum activities of the high schools of a city is one of the many problems confronting city school officials. Such activities cannot and should not be ignored, declares W. S. Deffenbaugh, city school specialist of the Bureau of Education. The attempt to dam up the social impulses of high-school pupils has proved futile as any attempt to stop the waters of a mighty river, which if they cannot follow the main channel will find other outlets. High-school principals are gradually coming to realize the fact that their pupils must have a certain amount of social life and are attempting to provide wholesome social activities in the school building to take the place of the down-town dance hall and the high school fraternity. Athletics has had its share of discussion by boards of education, high-school principals and teachers. No doubt many of the criticisms directed against athletics in the high school are warranted; but athletics is in the schools to stay, and is becoming more and more popular each year. Most schools have made great strides in the management and control of athletics. The problem of athletic activities is being solved by making them a part of the general scheme of physical education which is being introduced as a part of the regular curriculum. Among the organizations and clubs that have found their way—in some cases, fought their way—into the high schools are dramatic associations, high school orchestras, debating teams, science clubs, radio clubs, French clubs, kodak clubs, and the like. While the activities of all these organizations are classed as extra-curriculum, each organization is helping to vitalize some subject and to make it of some use to the pupil while in school.

Sons Get Scholarships In Memory of Father

By a strange coincidence Harvard has awarded to two brothers scholarships in the memory of their father, killed in the World War, it was learned with the announcement of the appointment of this year's holders of the 1902 World War Memorial Scholarship. The two brothers are Edward B. Cole, named after his father, and Charles H. Cole, both of Cambridge, nephews of General Charles H. Cole, Democratic candidate for the Governorship of Massachusetts. It is seldom that the donors of a scholarship can find applicants who exactly fill the requirements of the scholarships as laid down in the deed of gift, and therefore, at Harvard at least, there is usually an alternate purpose given with the gift. The Class of '02 of Harvard College, the donors in this case, have been more fortunate in finding men who measured up to the exact standard of their gift, so much so, that they have awarded a supplementary scholarship, both known as the World War Memorial Scholarship. Last year Charles H. Cole, the elder son of Edward B. Cole, was the holder of the scholarship, and this year his brother, named for his father, in his first year at Harvard, will receive the first supplementary World War Scholarship from the Class of 1902.

Immigrants Act Lessons in School

To impress upon foreigners the importance of learning American customs so they will feel more at home in their adopted land, lessons are learned by acting them out in a "school for foreigners" in this city. In addition, the students learn the language through actually using words as they apply to given situations. Lessons have been given in buying a coat, getting on a street car, applying for work and renting rooms.

Schools Required To Have Libraries

Every school in the Province of Saskatchewan, Canada, is required to maintain a school library, and $10 for each room in operation must be expended annually in the purchase of books from an authorized list.

School Advocated Throughout the Year

Schools for city children who do not go away on vacations should be open the year round, with vacations scattered through the year, domestic science and manual training being taught in the summer and regular academic subjects in the winter, Mrs. Haynes Burnham, of Biddeford, Me., told delegates to the nineteenth annual meeting of the New England Conference of the State Federations of Women's Clubs at Swampscott, Mass.

Maynard Schools Under New Head

The Maynard, Mass., public schools are this year under a new superintendent, Charles H. Walker, who succeeds Jerome C. Fogwell, who has resigned. Mr. Walker comes to Maynard from Chelmsford, Mass., where he has been superintendent for more than five years. He is a graduate of Bates College, class of 1905, and later specialized in superintendency at Columbia University, and also took four years of graduate work in school administration at the Harvard summer school.

Chinese Boy Loses White School Plea

The yearning of a Chinese boy for education in the white schools of Mississippi has resulted in a ruling recently made by the Supreme Court of that state reversing a decision of the Circuit Court and denying a mandamus plea by one Joe Tin Lun to compel the state superintendent of education and the teachers of the Dublin Consolidated School to permit him to enroll in that school. Joe Tin Lun contended, in substance, that if he were excluded from the school he would be denied the "privilege of the most favored nation" as provided for in Burlingame treaty; that he was entitled to be admitted as a pupil in a white school because the United States Government, with proceeds of school lands granted to the state, supports and maintains such school, in part; and that depriving him of the right to go to school violates a property right guaranteed by the Fourteenth Amendment to the Federal Constitution.

Harvard Law School Teacher of Teachers

Award at Harvard of the Emmons Scholarship for 1928-29 to Professor Roy C. Gore of the State University of Louisiana stresses the importance of the Harvard Law School as an educator not only of practicing lawyers but of teachers of law, as records made public at the announcement of Professor Gore's appointment reveal. Since 1920, when the gift of the scholarship was made, six of the holders have become professors of law in the universities of this country. The scholarship, established in 1920 by a gift from Arthur Brewster Emmons, LL.B., '78, provides that the income is to be paid to a graduate student, candidate for the doctor's degree. In awarding these scholarships preference is given to persons who have been teachers of law in law schools. The immediate advancement of the holders of the scholarship is reflected by the list of holders and their subsequent positions. In 1920-21 the Emmons scholarship was held by H. Craig Jones, now head of the Law School of University of Iowa; in 1921-22 by Armistead M. Dobie, now professor of law at University of Virginia; 1922-23, Henry L. McClintock, professor of law at University of Minnesota; 1923-24, Walter L. Moll, professor of law at George Washington University; 1924-25, Maurice H. Merrill, professor of law, University of Nebraska; 1925-26, Carville D. Benson, Jr., professor of law, Emory University; 1926-27, Walter E. Treanor, professor of law, University of Indiana.

Farm Clubs Formed In Mexican Schools

"Farm Clubs" are being organized among the children in the rural schools of Mexico under orders issued by the Department of Public Education. Prizes are to be awarded in each locality for work in these clubs, and communal lands are provided under the federal agrarian law. Girls will be included in the clubs and encouraged to raise flowers, small fruits and poultry.

Business Managers In City Schools

City schools have found that it is desirable to employ a business manager. In forty-two of the fifty-five cities in the United States having populations of more than 100,000 there is such an official. In nineteen of these cities he is responsible to the board of education through the superintendent of schools and in twenty-three he is directly responsible to the board, according to information collected by the Bureau of Education. In the majority of cases the manager is appointed upon recommendation of the superintendent and supplies and equipment are purchased on approval of the superintendent. Eighty-four among 131 cities having between 30,000 and 100,000 population state that they employ a business manager and in forty-two of these cities the offices of business manager and secretary of the board are combined. Unless the superintendent of schools has general direction of the ordering of textbooks, supplies and the like, there may be delay and the work of the school suffers, the bureau reports, or possibly the wrong kind of supplies may be ordered if the business manager is independent of the superintendent.

Fund to Assist Foreign Students

Several scholarships for the study of international law at Harvard Law School are to be established by Chester DeW. Pugsley of Peekskill, N. Y., it was announced by Dean Roscoe Pound, of the Law School. These scholarships are to be for foreign students. The income of a trust fund, yielding about $24,000 annually, will enable at least a dozen students from other parts of the world to spend a year in the study of international law at Harvard. The incumbents of these awards are to be designated for that honor by the governments of their native country, or in the default of such designation by the dean of the Harvard Law School.

Child Care Urgent In Pre-School Age

The period of a child's life from two to six, the so-called pre-school age, has been called the neglected age, according to the United States Health Service, which stresses the need for special care and precautionary measures for children in this part of their life. Careful supervision, physical examinations and frequent visits to the dentist are measures urged. The period between two and six years is one of rapid development, and in what seems an incredibly short time the child may change from normal to defective.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

A PLAY IN 9 ACTS

To make this play it took many Busy Builders.
To see this play, it costs a Pennie.
The first act was written by Arlo.
The second act was by Clematis.
Act three was written by Anita.
A famous character is Dan's Boy.
Between acts, plenty of Allspice.
Who Knows? the name of the play?
Follow the Pathways to:

NEWTON UPPER FALLS, MASS.

Play produced by

THE ARLO PUBLISHING COMPANY

The BOOK TABLE

A HISTORY OF AMERICAN LIFE in four volumes. Edited by Arthur M. Schlesinger and Dixon Ryan Fox.

The First Americans, 1607-1690. By Thomas Jefferson Wertenbaker.

Provincial Society, 1690 to 1763. By James Truslow Adams.

The Rise of the Common Man, 1830 to 1856. By Carl Russell Fish.

The Emergence of Modern America, 1865-1878. By Allan Nevins. Published by Macmillan Company.

This is an entirely new creation in American History. It classifies American development along lines not at all traditional. Each period of growth is given an unusual and exceedingly important personality so that no other series of books on American History has attempted to do what is done admirably here.

There is due respect to everything vital in tradition while eliminating historical rubbish. All highly significant individualistic adventures are appropriately estimated and valued while reckless and rickety escapades are referred to merely with modest headstones at their burial places.

Everything in American History that passed the adolescent stage and attained the maturity of personality is in this Hall of American Historic Fame.

It is from every standpoint a great achievement.

THE EARTH AND ITS PEOPLE. Book One. HOME LIFE IN FAR-AWAY LANDS. By Wallace W. Atwood and Helen Goss Thomas. Cloth. Wonderfully illustrated. Atwood Geography Stories. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

So far as we can recall this is the only one of the various series of books on various lands with a page 8 by 10 inches, which makes possible large maps and illustrations which make an important appeal in intensifying interest in a far-away land. No expense has been spared in the making of this book, which makes it in the fullest sense a famous creation in an entirely new world of geography texts. We are appalled at the idea of attempting to give the faintest idea of the magnitude of preparing and publishing such a book. Ask the publishers for their circular of sample pages. It is of rare value in itself and will give some idea of the vast enterprise in making such a work as "The Earth and Its People," which not only has no rival, but is not likely to have a rival.

GREAT SHORT STORIES OF THE WORLD. A Collection of Complete Short Stories Chosen From the Literature of All Periods and Many Countries. By Barrett H. Clark and Maxim Lieber. Cloth. 1072 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Only because there are nearly 1,100 pages is it possible to have more than 200 complete Short Stories. They are from Egypt, Greece, Rome, India, Persia, Arabia, Great Britain (21), Germany (13), France (20), Italy (20), Spain (8), China, Japan, Holland, Hungary, Russia (10), Poland, Yiddish, Iceland, Denmark, Norway, Sweden, Belgium, Croatian, Slovenian, Siberia, Czecho-Slovakia, Modern Greece, Roumania, Bulgaria, Costa Rica, Brazil, Peru, Venezuela, and Nicaragua.

There are sixteen by writers of the United States. The choice of these writers is especially interesting, for in addition to Irving, Hawthorne, Poe, Mark Twain, Bret Harte, Henry James, James Lane Allen, Sarah Orne Jewett and O. Henry there are Ambrose Bierce, Henry Cuyler Bunner, Stephen Crane, Theodore Dreiser, Sherwood Anderson, Willa Cather, James Branch Cabell.

THE SHADOW OF THE IROQUOIS. By Everett McNeil. Cloth. Illustrated. 417 pages. New York: E. P. Dutton and Company.

There are two real services that can be rendered America at this time, services which teachers should be prepared to render without officiousness or professionalism. Americans should be superfriendly to France incidentally without seeming to court favor. There is an unfortunate prejudice lurking in the minds of the rank and file of the French people as result of the issues created by the after-war situation. This is being moderated by American appreciation of France's history in the "Stories" being appreciatively written. It is especially important that Canada's friendship be stabilized and intensified for there are sure to be irritating experiences industrially and civically.

"The Shadow of the Iroquois" was written by an American who served in the Spanish War, a native of Wisconsin, whose literary life has been spent in New York City. He is the author of several successful books and has an important clientele among the readers who help to create a good public sentiment.

The story will please the Province of Quebec, where the States especially need friendly sentiment. It is a thrilling story apart from its mission and its message.

NEW STYLE-BOOK OF BUSINESS ENGLISH. By Max J. Herzberg. Cloth. 362 pages. Effectively illustrated. New York: Isaac Pitman and Sons, 2 West 45th street; Toronto: 70 Bond street.

It has become a pet phrase with us that education everyway must be estimated by achievements, and publishers of school books are beginning to demonstrate appreciation of this. A schoolbook is no longer measured by what professionalists think of it, but by what is achieved in the use of it by those who have it as a text. "New Style-Book of Business English" is created to create successful letter writing and circular making in the business life of graduates of high schools. Personally we have found this book both informing as to business matters and quite captivating because of the variety of suggestions and illustrations.

THE HEALTH OF YOUTH. By Florence L. Meredith, M. D., Tufts College, Medford, Mass. Cloth, with 175 Illustrations. Philadelphia: P. Blakiston's Son and Company.

Dr. Florence L. Meredith and the Blakiston's Son Company are playing an important part in the remarkable crusade for the promotion of health. This latest text on the subject deserves special attention because it places a new emphasis upon the responsibility of choices upon youth in matters of health practices. In childhood it is easy to impress upon children the significance of forming health habits, but in youth there are social relations and personal interests and emotions that protest against the practice of health conditions which they are told should be respected. Dr. Meredith meets this change of physical, mental and social relations to the matter of health practices quite refreshingly.

SCIENCE AND RELIGION AS THEY LOOK TO A LAYMAN. By Jonathan Rigdon, Ph. D., President Central Normal College, Danville, Indiana. Cloth. 136 pages. Published by the author at Danville, Indiana.

Dr. Rigdon has been a vital factor in education in Indiana for many years. His students have gone forth by the thousands, always ardent searchers for truth, loyal to the truth as they see it. They have neither been

fanatically Puritanic nor hectically progressive.

"Science and Religion as They Look to a Layman" is a wholesome presentation of his attitude as a thinker, which was first demonstrated in his use and abuse of grammar, in which discussion he was a helpful pioneer.

He never writes for propagandists, positive or negative, but rather as a "radio beacon" in aviation, which gives irresistible warning when the airplane goes across the line of the right path on either side.

We know of no more sane presentation of either science or religion for any youth who is in danger of becoming fanatical or defiant either way.

CASTLE WONDERFUL (Mazli). By Johanna Spyri, author of "Heidi." Translated by Helen B. Dole. With eight illustrations in full color. 352 pages. New York: Thomas Y. Crowell Company.

The Thomas Y. Crowell Company inherited a personality upon which it has established one of the most important publishing houses in the country. It issues books of a captivating nature, books all of which are especially adapted to the home, and of late they are specializing on books of rare interest to teachers and school libraries, and "Castle Wonderful," by Johanna Spyri, author of "Heidi," is a notable example.

"Heidi" fascinated school people almost beyond precedent and every book of Johanna Spyri is almost eagerly sought.

The "Castle" belonged to a "wicked" Baron who, having had a quarrel with a younger brother, and, as he supposed, killed him, had gone into exile and had lived for many years in Spain, far away from all his former friends. He has, however, secretly come back, and, as he supposes, soon to die, is spending his melancholy days and sleepless nights with only a crusty old man-servant to care for him.

The villagers have revived an ancient rumor that Castle Wildenstein had a ghost, and they avoid the vicinity. Kurt, the oldest of Frau Maxa's children, with some of the boys and girls, conceives the notion of bearding the ghost in his haunts. They put this plan into execution, and the apearance of an apparently supernatural figure in ancient armor puts them all to flight. Little Mazli, a child who is always getting into mischief, frequently visits old Apollonie, a former servant at the castle, who does the washing for the Baron. On one occasion Mazli, accompanying her to the iron gates, slips through and makes the acquaintance of the crotchety invalid. In the meantime Frau Maxa, Mazli's mother, has taken temporarily into her house a little orphan girl, the sweet Leonora, an invalid, who, with her brother, Salo, has been under the care of an unsympathetic guardian. It then transpires that Baron Bruno is the uncle of these children. Through Mazli's influence he is induced to take them into his heart and home.

THE BOYS' AND GIRLS' OWN BOOK. A Collection of Verse and Prose Writing Done by Pupils of the Hammond, Indiana, Elementary and Junior High Schools from February to June, 1928. Done into print by the Public School Print-Shop, Hammond, Indiana.

Superintendent L. L. Caldwell of Hammond has many achievements to his credit. Few superintendents in a city of 50,000 population have inspired teachers, pupils and students to do as many unusual things as well as he has in Hammond. "The Boys' and Girls' Own Book" has eighty pages. In the Preface Superintendent Caldwell has this important appeal to the boys and girls of 1928-29:—

"Competition makes excellence. One never knows what he can really accomplish until he tries his best in competition with others. Trying for excellence in mind and spirit is just as exciting and splendid, and as satisfying, as competing in athletics. We ought to admire and honor those who can write a good story or compose a beautiful verse just as much as the one who makes a victorious touchdown or throws the winning basket in the athletic games."

EVERYDAY ENGLISH. By Caroline L. Laird, Oklahoma State College for Women; Hallie D. Walker, Dallas; Anna M. Locks, Indianapolis. Cloth. 506 pages.

EVERYDAY GRAMMAR AND COMPOSITION. By Anna M. Locke, formerly of Indianapolis High School. Cloth. 380 pages. Chicago: Rew, Peterson and Company.

The special aim of these books is to meet the desire of business offices to have young people who come to their offices write correct and "beautiful" English. The authors have no short cuts to success, but have convictions as to how high school students can be inspired to want to write easily, attractively and correctly. They emphasize the elimination of unmistakable signs of illiteracy.

We refer to sample suggestions as to effective writing with a view to improving the beauty as well as correctness of one's writing. A paragraph is a composition in miniature. A short sentence gives emphasis and expresses emotional tensity. Slang words usually indicate that the speaker suffers from a lack of words. A vocabulary should include only such words as are generally recognized as having good standing. The good newspaper gives information in few words clearly written and the main facts are in the first paragraph. Good prose has stood the test of time and universality. Poetry depends upon the beauty of words for its charm.

LITTLE FOLKS' LIBRARY. A 12-Book Classroom Library. Illustrated in color. New York; Newson and Company.

We are interested in everything new and important in school books because we realize that teachers get immense help in getting results when there is some real achievement in book making, and "Little Folks' Library" is a positive contribution to progress in learning to read in the first grade. One vital achievement is in the type large enough to prevent eye-strain and small enough to provide the desirable horizontal eye-span.

Here are the twelve book subjects: Cat and Mouse Tales, Will and Won't Stories, Hen Pen and Her Friends, Little Pigs, Can and Can't Stories, Good Old Tales, Going Away from Home, Runaway Stories, Little Kittens, Mother Goose's Children, A B C Rimes, Game Songs with Music.

Books Received

"A Child's First Book in Reading." By Margaret J. McElroy.—"Strayer-Upton Arithmetics." Six-Book Series. Books 1, 2, 3, 4, 5, 6. By George D. Strayer, C. B. Upton.—"Strayer-Upton Arithmetics." Two-Book Series. Books 1 and 2. By George D. Strayer, C. B. Upton. New York: American Book Company.

"The Learning of the 100 Addition and the 100 Subtraction Combinations." By F. B. Knight, Minnie S. Behrens. New York City: Longmans, Green and Company.

"Die Kapitalistinnen." By Ebner-Eschenbach.—"Heine's Prose." By A. B. Faust. New York City: F. S. Crofts and Company.

"The High School." By W. S. Monroe, O. F. Weber.—"A Spanish Outline Grammar." By C. G. Laguardia and P. M. Molt.—"A Study of Interior Decoration." By Alice and Bettina Johnson.—"Undergraduates." By R. H. Edwards, J. M. Artman and Galen M. Fisher. Garden City, New York: Doubleday, Doran and Company.

"Labor Management." By Gordon S. Watkins.—"The American Way to Prosperity." By G. K. Simonds, J. G. Thompson.— "Economics, Principles and Interpretation." By Roy Emerson Curtis. New York: A. W. Shaw Company.

"Robinson Crusoe." By Daniel Defoe. New York: The Macmillan Company.

"Old Days and Old Ways." By Imogen Clark.—"Famous Seamen of America." By Ella M. Powers and Hanson Hart Webster. New York: Thomas Y. Crowell Company.

"The Boy Who Wanted to Fly." By Arthur Bunce.—"Mental Training for the Pre-School Age Child." By Lillian J. Martin and Clare de Gruchy.—"Junior High School Science." By M. J. and W. Corwin. San Francisco, California: Harr Wagner Publishing Company.

HOLDEN BOOK COVERS

WEAR PROTECT INSTILL

the Best the Entire Book Habits of Thrift

ESTABLISHED 1869

Promote Health Produce Economical Results

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Doubtful Instruction

Daughter: "Mother, do you want me to put the parrot on the back porch?"

Mother: "Positively no! Your father is repairing the car in the back yard."—Exchange.

Job for a Chartered Accountant

"Did you hear the joke about that film actress?"

"No, what was it?"

"Her secretary didn't keep the records straight, and now she finds she has had two more divorces than she's had weddings."

More Modernism

"How old is your son?" asked the visitor.

"Well," replied the dad, "he's reached that age when he thinks the most important thing to pass isn't his examination, but the car ahead."

Reminder

The Tactful Husband: "My dear, a man was shot at by a burglar and his life was saved by a button which the bullet struck."

His Wife: "Well, what about it?"

"Nothing, only the button must have been on."—Vancouver Province.

Mother Was Game

His Sister: "His nose seems broken."

His Fiancee: "And he's lost his front teeth."

His Mother: "But he didn't drop the ball!"—Life.

A Lesson in Manners

Peter was playing at John's house. When it was time to go home it started to rain. Mrs. White, however, gave Peter Johnny's raincoat and galoshes.

"Don't take so much trouble, Mrs. White," said Peter politely.

"I'm sure your mother would do as much for Johnny," she replied.

"My mother would do more," said Peter. "She'd ask Johnny to stay to supper."—Chicago Daily News.

Corrected

Father: "If you want to make a hit, my son, you must strike out for yourself."

Son: "You're mixed in your baseball talk, dad; if you strike out you can't make a hit."

The Mountain Comes to Mahomet

Two tourists from London, both wearing rather conspicuous clothes, were talking in rather condescending tones to an old Highlander who was digging his garden.

They praised his flowers and he grunted; they praised his vegetables, and he grunted again.

Then one of them asked a question.

"I suppose you sometimes go up to London to see the sights?"

The old Scot looked up from his digging and regarded the tourists quizzically.

"Na, na," he murmured. "We jist wait a bit an' a' the sights o' London come tae the Hielan's!"—Everybody's Magazine.

Back-Up

The Accused: "I was not going forty miles an hour—not twenty—not even ten—in fact, when the officer came up I was almost at a standstill."

The Judge: "I must stop this, or you will be backing into something. Forty shillings."—London Tatler.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS BOSTON, MASS.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

THE CARY TEACHERS' AGENCY — Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools

TEACHERS WANTED for Schools and Colleges — NATIONAL TEACHERS AGENCY, Inc.

D. H. Cook, Gen. Mgr., Philadelphia, Penna.

Other Offices: Syracuse, N. Y., Cincinnati, O.; Northampton, Mass., Memphis, Tenn.; Pittsburgh, Penna.; New Haven, Conn.

TREND OF THE TIMES

LARGE FAMILIES soon will be fashionable, according to Dr. George F. Buchan, medical officer of London. "Women everywhere seem to be changing," he observed. "Not as perceptibly to the layman as to the physician, perhaps, but changing they are. We in London find there have been cycles in which the one or no-child fashion prevailed, but the big family idea returned and present indications are that we are starting on another big family cycle, or will soon," he said.

BASEBALL, according to certain indications, is losing its place as the leading American pastime, declares the Recreation Congress meeting in Atlantic City. During the past ten years other sports have begun to rival it in interest, it was said. Baseball teams on public diamonds doubled, but soft ball teams and basketball showed four times as many players. Golf, tennis, volley ball, soccer and horse shoes are also very popular.

FASCIST grand council will be given the dignity of an organ of state by Premier Mussolini before dissolution of the chamber in December. This move is to perpetuate the Fascist regime. Mussolini will nominate members of the grand council, who, in their turn, will name his successor when his post becomes vacant. Hitherto, the grand council has been a purely unofficial body acting in an advisory capacity.

ANY "SLACK" in employment caused in the United States by use of machinery is speedily being taken up by new jobs that have been created, according to Dr. Julius Klein, director of the Bureau of Foreign and Domestic Commerce. He declares the variety of modern machines "is truly amazing." More than 1,280,000 men have found employment since 1920 in driving and ministering to the automobile. There are 185,000 more teachers of all sorts today as compared with 1919.

GUM-CHEWING, originally an exclusive American pastime, disfavored in foreign countries, bids fair to become a world-wide habit, according to trade statistics which show that in 1927 exports valued at $1,586,770 were sent from the United States to eighty different countries, ranging in amounts from seventeen pounds for Paraguay to 1,053,496 pounds for the United Kingdom.

NOISE QUESTION, says Professor Henry J. Spooner, of the London Polytechnic School of Engineering, is a world problem. He is informed that the Society of Medical Officers of Health in England has forwarded a suggestion to the Medical Research Council that "the effect of extraneous noises on health" is a suitable subject for early investigation and research. The Medical Organization of the League of Nations, he claims, will soon be asked to consider the abatement of preventable noise in the cause of humanity.

INDEPENDENT MERCHANT will never be ousted by the chain store, according to the considered judgment of experts of the Department of Commerce. Offsetting advantages of greater resourcefulness and independence of action, it is held, neutralize many of the advantages enjoyed by his successor, the powerful chain-consolidation. The little corner grocery is, in many cases, making a winning fight against its chain store competitor.

UNITED STATES has more physicians in proportion to its population than any other country. According to the latest figures available at the Department of Interior, there is one physician to every 753 people in the United States while in Great Britain there is one physician to every 1,087, in Switzerland and Japan respectively one to every 1,290 and 1,359, in Germany one to every 1,940, in Austria one to every 2,120, and in Sweden one to every 3,500.

"EL FUTBAL," the November game of Northern America, is conquering Spain. Grand stands for it have been erected in the mellowed towns made famous by the Cid and Cervantes and boys play it in the three-level twisting city alleys.

CIRCULATING LIBRARY, not of books, but of toys, is the remedy suggested by Mrs. Ida Cash, for four years probation officer of the Children's Court in New York, as a panacea for all the ills of childhood. Her idea is the establishment of such a circulation centre, where children might borrow toys, just as adults borrow books.

NATION'S FACTORIES, under the organization of the Army Ordnance Association, are prepared to start producing within a few hours of notice if war comes. This association has banded together the nation's factories in close contact with the War Department. In each of the fourteen ordnance districts of the country is tabulated information on practically all factories within the area. Hundreds of factories are already supplied with complete sets of drawings and specifications for military articles.

Meetings To Be Held

OCTOBER

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Beaver Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES.

BARDEEN - UNION TEACHERS AGENCY
PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
43RD YEAR
25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas
TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency
GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies